

Toronto District School Board

Operational Procedure PR.614

Title: **EVALUATION OF LATE AND MISSED ASSIGNMENTS**

Adopted: April 27, 2011

Revised:

Authorization: AC

1.0 OBJECTIVE

To provide direction to staff and students for the evaluation of late and missed assignments

2.0 RESPONSIBILITY

Coordinating Superintendent, Teaching and Learning

2.1 Teachers

- 2.1.1 Teachers inform students that they are responsible for their behaviour in the classroom and the school and for providing evidence of their achievement of the overall expectations of the curriculum.
- 2.1.2 Teachers specify the requirements for the completion of course work including the timeframe for completion and form of the work required.
- 2.1.3 Teachers will outline the consequences for incomplete or late assignments. Submitting assignments late is a learning skills issue and is best dealt with as such. Teachers should continue to help students understand the benefits of managing their time well, and should explicitly teach the skills that will enable students to effectively meet the expectations of the learning skills: responsibility, organization and independent work as outlined on the Provincial Report Card.

2.2 Students

- 2.2.1 Students are responsible for their behaviour in the classroom and school.
- 2.2.2 Students are responsible for providing evidence of their achievement of the overall expectations of their course in the time frame and form specified by their teacher(s).

2.2.3 Students and their parents will be informed of the importance of timely submission of assignments and the consequences for late or nil submission of assignments early in the school year.

3.0 PROCEDURES

3.1 Context

In *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, the Ministry of Education outlines the context for evaluating the development of Learning Skills and Work Habits for Grade 7-12 (see Chapter 2, p. 10 *Growing Success*).

Students are evaluated on the basis of (1) the achievement of curriculum expectations, and (2) the development of learning skills and work habits. These aspects should be evaluated and reported separately for students. To the extent possible, the evaluation of learning skills and work habits should not be considered in the determination of a letter grade or percentage mark for that subject or course.

When considering the issue of late and missed assignments, teachers should report on the work achieved and indicate the development of the learning skills and work habits separately. Information about a student's development of these skills and habits also provides a strong indication of the student's development as a self-directed learner.

The learning skills and work habits are evaluated and reported as follows:

E – Excellent
G – Good
S – Satisfactory
N – Needs Improvement

There are a variety of reasons that students submit work late. The process for evaluating late or missed assignments should neither be inflexible nor prescriptive. It should take into account individual circumstances that recognize:

- (a) the differences between uncharacteristic, repeated, and chronic behaviours;
- (b) legitimate explanations;
- (c) lack of requisite skills or comprehension to complete work assigned;
- (d) students with special needs (IEP, ESL/ELD); and/or
- (e) differences in maturity level from Grades 7 to 12.

3.2 Informing Students and Parents

- 3.2.1 Student agendas will include information on the importance of the timely submission of student work and the potential interventions and consequences of failure to submit assignments as required.
- 3.2.2 Schools will inform students and parents, where appropriate about the importance of timely submission of assignments.
- 3.2.3 Teachers will inform students of the due dates of assignments upon assigning the task or shortly thereafter.
- 3.2.4 Schools may establish central calendars to be distributed either by paper or on school websites. Appropriate content includes significant evaluations during a given week or upcoming examination periods.

3.3 Facilitating Completion of Work or Providing Alternative Opportunities

- 3.1.1 Teachers support students in the development of the skills and habits that make them successful learners. As part of this responsibility, teachers use their professional judgment to select strategies which will assist students to complete their work in a timely fashion.
- 3.3.1 Teachers have many effective strategies which they use to meet individual student's needs in the development of effective work habits and skills. In Appendix 1, a number of commonly used strategies are listed.
- 3.3.2 The additional strategies that teachers use are designed to motivate students to complete their work in order to provide an accurate assessment of their learning. Additional demonstrations or alternative opportunities to demonstrate learning may be necessary.

3.4 Deadlines for Work Submission

- 3.4.1 For each evaluation, the teacher will inform students of the due date and the ultimate deadline. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation.
- 3.4.2 The ultimate deadline is set at the teacher's discretion; all teachers of a particular course, however, should agree upon the amount of time allowed from the due date to the ultimate deadline.
- 3.4.3 This ultimate deadline must be reasonable and must be communicated to students in advance. Where appropriate, these deadlines will be communi-

cated to parents. As an example, the ultimate deadline could be the date a marked assignment is returned to the students if viewing a marked assignment would benefit the student who has yet to hand it in.

- 3.4.4 As always, teachers have the flexibility to use their professional judgment and consider extenuating circumstances of individual students.
- 3.4.5 Students should be expected to submit their work on time, and teachers should endeavour to return student assignments, tests, etc in a timely manner.
- 3.4.6 A culture of responsibility for all students and staff should be encouraged throughout the school.

2.0 PROCESS FOR DETERMINING PERCENTAGE MARKS WITH INCOMPLETE WORK

When marks are deducted for a late assignment, the student's grade/mark no longer entirely reflects his or her achievement of the curriculum expectations. Teachers may also use a variety of other methods for dealing with late and missed assignments such as counseling, peer tutoring, alternative assignments, and parent conferences. (See Appendix 1)

- 4.1.1 Teachers should employ strategies which in their professional judgment will most benefit student learning. Students who have performance issues need assistance to develop the skill and habits to make them successful learners.
- 4.1.2 For students with late or missed assignments, teachers should encourage the submission of work or institute interventions to assist the student. A list of suggested strategies for teachers to use is found in Appendix 1.
- 4.1.3 Teachers may report the tendency to submit assignments late as part of the learning skills and work habits section of the report card.
- 4.1.4 Mark deduction as a consequence of late and missed assignments should be used only as a last resort.
- 4.1.5 When a significant number of strategies have been tried as suggested in Appendix 1, a mark up to the full value of the assignment may be deducted from the value of the assignment.

5.0 APPENDIX 1

Suggested strategies to encourage timely submission of student work

Teachers can use a variety of strategies to encourage timely submission of assignments, including counselling the student and offering extra help. The teacher should contact the student's parent/guardian and enlist support in the effort to have the student submit his or her work on time. Consultation with guidance staff, administration, and/or other teachers may be helpful. Students should be able to negotiate extensions prior to the assignment due date for compelling reasons or extenuating circumstances.

The following is a list of suggested strategies that teachers in their professional judgment may use to help prevent and/or address late and missed assignments. They include:

Planning for Success

- (a) Helping students develop better time-management skills;
- (b) Collaborating with other staff to prepare a part or full-year calendar of major assignment dates for every class;
- (c) Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- (d) Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- (e) Referring to student's IEP for suggested accommodations/modifications;
- (f) Providing alternative forms of assignments; and
- (g) Encouraging the use of assistive technology.

Assisting Students to Complete their Work

- (a) Asking the student to clarify the reason for not completing the assignment;
- (b) In secondary schools, referring the student to the Student Success team or teacher;
- (c) Taking into consideration legitimate reasons for missed deadlines;
- (d) Setting up a student contract;
- (e) Using counselling or peer tutoring to try to deal positively with problems;
- (f) Holding teacher-student conferences;
- (g) Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so; and

- (h) Deducting marks for late assignments, up to and including the full value of the assignment.

Additional Support

- (a) Reviewing the need for extra support for English language learners;
- (b) Reviewing whether students require special education services;
- (c) Requiring the student to work with a school team to complete the assignment;
- (d) For First Nation, Métis, and Inuit students, involving Aboriginal counselors and members of the extended family and
- (e) Understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system.

(From *Growing Success* p.43)

6.0 REFERENCE DOCUMENTS

Ministry Documents

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010
- Supporting your Child's Learning through Assessment, Evaluation and Reporting

TDSB Documents

Policy and Procedure

- P.040 CUR: Accountability for Student Achievement:
- Procedure PR548 - Promotion, Transfer and Retention: Grades 1 to 8
- Procedure PR590 - Plagiarism Detection Service

Guidelines

- Fresh AER : Assessment, Evaluation and Reporting in Elementary Schools
- Fresh AER: Assessment, Evaluation and Reporting in Secondary Schools

TDSB WebPages

- School Services: Teaching and Learning Website
- Remedial Credit Webpage
- Alternative Credit Accumulation Webpage
- Alternative Choices for Students Webpage
- Assessment and Evaluation Webpage
- Achievement Webpage

